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ABSTRACT

Ballads, legends, and short stories of the Old West are studied in this quinmester course of the Dade County High Schools. This language arts curriculum course is designed to teach students to separate facts from fiction associated with the Old West and to study the customs and traditions of the frontiersman. Among the suggested teaching strategies are construction of a time line, in depth study of the life style of one group of frontiersmen, preparation of an oral presentation, research papers, and group discussion. Bibliographies of student and teacher resources include textbooks, reference materials, publications, and media resources. (RS)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

LANGUAGE ARTS

Legends and Heroes of the American West

5113.95
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DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

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Language Arts

Written by Phyllis P. Hallberg
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1972

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COURSE NUMBER

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COURSE TITLE: LEGENDS AND HEROES OF THE AMERICAN WEST

COURSE DESCRIPTION: A course designed to separate facts from fiction associated with the old West. Study includes ballads, legends, and short stories dealing with not only the western hero and villain, but also the common frontiersman, his customs and traditions.

I. PERFORMANCE OBJECTIVES

A. After reading given selections and completing research, the learner will be able to identify the qualities of the frontiersman which allowed him to succeed in the face of hardships.

B. After viewing films, reading and listening to selections, the learner will be able to examine the development of the organized structures of society.

C. After reading, viewing, and hearing selected materials, the learner will be able to compare and contrast the legendary and factual accounts of adventures and heroes.

D. After examining given materials, the learner will be able to analyze the customs and traditions of the frontiersmen.

E. Given an opportunity to use research materials and read given selections, the learner will be able to infer the life styles of the various categories of frontiersmen.

F. After being given an opportunity to view films and complete research, the learner will be able to formulate hypotheses about the effect of historical events on the lives of the frontiersmen.

II. COURSE CONTENT

A. Rationale

The nature of the material for this unit lends itself to an inductive approach since the usual textbooks do not provide sufficient material. Much of the material may need to be researched by the students. Although it may be necessary for the class to receive training in research skills, they have not been included in this unit. It may also become necessary to teach some groups to differentiate between fact and fiction before proceeding with some of the activities.

The course may be taught according to the chronological order of historical events or by dividing the frontiersmen into groups. Both ways are listed below; the teacher will need to make the decision on the basis of the availability of materials and the type of group being taught.

B. Range of subject matter

1. Chronologically by historical events

a. 1775 - opening of Wilderness Road by Daniel Boone
b. 1778-1779 - winning of Northwest Territory for the U.S.
c. 1787 - The Northwest Ordinance
d. 1795 - Pinckney's Treaty with Spain
e. 1803 - The Louisiana Purchase
f. 1804-1806 - Lewis and Clark Expedition
g. 1825 - Erie Canal opened
h. 1845 - Texas annexed by the U.S.
i. 1846 - Oregon country added by treaty with Great Britain
j. 1849 - Discovery of gold in California
k. 1846-1848 - Mexican War - added California and Southwest
l. 1862 - Homestead Act
m. 1869 - Union Pacific railw[illegible] joined to cross continent

2. Groups of frontiersmen

a. Explorers
b. Trappers and traders
c. Missionaries

d. Miners
e. Cattlemen
f. Farmers
g. Railroadmen
h. Lumbermen
i. Lawmen
j. Badmen
k. Soldiers
l. Others

III. TEACHING STRATEGIES

A. Projects

1. The teacher will assign a bulletin board display on one of the following:

   a. Pictures and drawings depicting the life style of each of the groups of frontiersmen.
   b. Pictures and drawings of "good guys" and "bad guys" in legends and songs, with a single statement of their claims to fame.
   c. Some visual representation of the customs and traditions of each group.

2. The teacher will assign the construction of a time line to be placed on a bulletin or chalk board or to be kept individually by the students.

3. The teacher will assign each student an indepth study of the life style of one group of frontiersmen. Considering vocabulary, ethnic generalizations, geographic location, peculiar hardships, customs, traditions, and historical context of the group, the student may present his research via posters, mural, painting, folder, display, slide-tape show, or chalk talk.

4. The teacher will assign the preparation of a story, poem, or song dealing with the old West for oral presentation as a program to the rest of the class or to another group of English students.

5. The production of films or video tapes of a reenactment of one of the following:

   a. A trail drive campfire session
   b. A mining camp entertainment
   c. A trappers' rendezvous
   d. A quilting party
   e. A barn dance
   f. Dramatization of a short story or an incident from a novel

      (1) "The Outcasts of Poker Flat"
      (2) The Ox-Bow Incident

   g. Dramatization of a legend

      (1) Johnny Appleseed
      (2) Paul Bunyan
      (3) Jesse James
      (4) Davy Crockett
      (5) Daniel Boone
      (6) Mike Fink

B. Writing assignments

1. Research paper on one of the groups of frontiersmen with bibliography (It should cover in detail the qualities, customs, origin, and locations of that particular group.)

2. An analytical paper comparing and contrasting a legend with the actual facts as they can be determined through research

3. Complete a description of the development of systems of law and order in parts of the West.

4. Justify in a brief paper the success of the Mormon settlement as compared with another community of the same time period.

5. After reading a selection such as "George Rogers Clark, Soldier in the West" or "Death at Donner Lake," assign a paragraph describing the characteristics of the characters about whom it is written.

6. Write a brief biographical sketch about a frontiersman concluding with the qualities which made him successful.

C. Discussions

1. After reading "The Ballad of William Sycamore," discuss the qualities of the main character.

2. After listening to songs and ballads of a particular group, hold a discussion to determine what conclusions can be drawn about their style of living.

3. In small groups have discussions of the following topics held.

   a. The abuse of the Homestead Act
   b. The characteristics of the gold-seekers
   c. The prejudice against the Chinese
   d. The contribution of the Negro cowboys
   e. The fact and fiction in folktales

      (1) Pecos Bill
      (2) Paul Bunyan
      (3) Mike Fink
      (4) Jesse James

4. Hold discussion of the morality of the actions of vigilante committees and lawmen such as: Judge Roy Bean, Wyatt Earp, "Bat" Masterson.

D. Short lectures

1. The mechanics of producing a research paper

2. The differences between fact and fiction

E. Resource personnel

1. A folk singer adept at singing Western ballads and folk songs

2. A historian familiar with the events of the Westward movement

F. Field trips

1. Movie based on frontier life

2. Ride on a stream-driven train

IV. LEARNING ACTIVITIES

A. After reading given selections and completing research, the learner will be able to identify the qualities of the frontiersman which allowed him to succeed in the face of hardships.

1. The student will read "The Ballad of William Sycamore" and discuss the qualities of a frontiersman.

2. The student will read "Death at Donner Lake" and complete a short paragraph describing the qualities of the people involved.

3. The student will read an account of Western exploration such as, "The Discovery of the Mississippi," and write a historical account of some other historical event.

4. The student will answer the question, in class discussion, "What generalizations can be made about the origin and type of person who is a part of this group?" about each of the groups being studied.

5. The student will participate as a member of a small group in preparing a bulletin board display about the qualities of one category of frontiersmen.

6. The student will prepare a presentation of a poem, story, or song peculiar to one of the groups of pioneers. As a part of his presentation he will explain what characteristic of the group he feels is exhibited in the poem, story, or song.

7. The student will participate in a small group production of a film or video tape of some aspect of the life of one of the groups.

8. The student will complete a research paper on one group of frontiersmen.

9. The student will complete a biographical sketch on one of the following men. The basis of the paper will be to display the characteristics of the man which caused him to be successful.

   a. John Coulter
   b. John Charles Fremont
   c. John McLoughlin
   d. Zebulon Pike
   e. William Lewis Sublette
   f. Jacques Laramie
   g. Robert Campbell
   h. William G. Fargo
   i. Meriwether Lewis
   j. Marcus Whitman
   k. Sir Alexander Mackenzie
   l. Lord Selkirk
   m. Stephen Austin
   n. Stephen H. Long
   o. George Rogers Clark
   p. William Clark
   q. Simon Fraser
   r. Sam Colt
   s. John Stetson
   t. Charles Goodnight

10. The student will test Marshall McLuhan's theory: Americans are most comfortable in Bonanza - land for it simulates looking at life through the rear-view mirror, by surveying popular television programs (past or present) that capitalize on the Old West. He will discuss the durability and viewer appeal of such programs as Roy Rogers, Hopalong Cassidy, Lone Ranger, Gunsmoke, Wild Wild West, and Bonanza; then, he will analyze McLuhan's statement.

11. The student will research the etymology of a list of words or expressions whose roots are deep in the Old West.

    low man on the totem pole

fly off the handle
bury the ax
smoke the peace pipe
firewater
ghost town
ticket scalpers
happy hunting ground
golddigger
Go West, young man, go West
Remember the Alamo
Geronimo
brand new
maverick
bowie knife
I'm from Missouri
dude
hillbilly
stampede
ride herd
horse sense
a "fink"
a wooden Indian
Indian giver
drugstore cowboy
stetson
a colt (gun)

B. After viewing films, reading, and listening to given selections, the learner will be able to examine the development of the organized structures of society.

1. The student will read a selection, such as Hamlin Garland's "Under the Lion's Paw,"and write a short paragraph describing the relationship of the members within the family.

2. The student will write a description of the development of the law and court systems within the various groups of frontiersmen. The Ox-Bow Incident might be used as motivation for research and discussion.

3. The student will examine the effect of the appearance of ministers and churches on the frontier settlements in a class discussion.

4. The student will draw conclusions about the educational systems of the West after hearing excerpts from books by Laura Ingalls Wilder and Shulda V. Baner.

5. Taking the theme: How the Women Won the West, the student will investigate the parts played by these women.

   a. Belle Boyd, spy
   b. Asa Mercer's Girls
   c. Eliza Snow, wife of Joseph Smith and Brigham Young
   d. Mary Jemison
   e. Nancy Hanks
   f. The Harvey Girls
   g. Narcissa Whitman
   h. Ma James
   i. Sacajawea
   j. Calamity Jane
   h. "Unsinkable Molly Brown"
   l. Annie Oakley

C. After reading, viewing, and hearing selected materials, the learner will be able to compare and contrast the legendary and factual accounts of adventures and heroes.

1. The student will be able to prepare a factual oral report on one of the following men or women.

   a. "Bat" Masterson
   b. Billy the Kid
   c. John Stetson
   d. Sam Colt
   e. Jesse James
   f. Wyatt Earp
   g. Sam Bass
   h. Calamity Jane
   i. Deadwood Dick

j. "Wild Bill" Hickock
k. Judge Roy Bean
l. Pecos Bill
m. Sacajawea
n. Jim Bridger
o. Sam Houston
p. Jebediah Smith
q. "Buffalo Bill" Cody
r. Paul Bunyan
s. Mike Fink
t. Febold Feboldson
u. Annie Oakley
v. Nat Love
w. Brigham Young
x. Kit Carson
y. Gen. George A. Custer
z. John Henry

2. After listening to the reports prepared as a result of the previous activity and listening to recorded legends and songs, the student will participate in a small group preparing a bulletin board display of "Good" and "Bad" legendary heroes.

3. The student will prepare a film or video tape dramatization of one of the legends.

4. The student will participate in a small group discussion of the fact and fiction surrounding a legendary hero.

5. The student will be able to listen to legends surrounding the formation of certain natural land features and draw conclusions about the facts behind the legends.

a. Devil's Tower
b. The Mississippi River
c. The Rio Grande River
d. Yellowstone Park
e. The lakes of Minnesota
f. The Badlands

6. The student will talk to parents or study his family records to discover Indian ancestry or famous/infamous "Old West" relatives. Utilize these names as the class' heritage-bulletin board.

7. The student will examine some strange legends to verify the historical circumstances. He might be stimulated by these topics.

   a. Swallows' return to Capistrano
   b. Miracle of the sea gulls at Great Salt Lake, Utah
   c. Face on the barrom floor
   d. Lost Dutchman Mine
   e. Disappearance of Ambrose Bierce
   f. Deaths of Butch Cassidy and the Sundance Kid

8. The student will enter the dimension of a Paul Bunyan tale and present himself to the class. For example, as Bunyan's cook, he could pantomime the gathering of ingredients for a batch of pancakes, the mixing process, the greasing of the griddle, and the pouring of the batter.

9. The student will construct a profile of an American Indian based on his prior information and ideas. He should compare this profile with the life stories of such Indians as Ira Hayes, Jim Thorpe, Sequoyah (Sequoia) or Will Rogers.

10. From information gathered from stories, television programs, motion pictures, songs, and novels, the student will build stereotypes of the major types of Western figures. He will examine these stereotypes and use historical data to refute them. He will consider the role played by Hollywood stars (John Wayne, Gary Cooper, James Arness) in creating "images."

11. The student, given examples such as William F. Cody (Buffalo Bill) and Annie Oakley Butler (Little Sure Shot), will invent appropriate sobriquets to characterize the men/women of the West.

12. The student will review the characters of legend and lore by utilizing pantomime, charades, autobiographic games such as

Who Am I? or You Are There, or by quizzes such as adjectives and clever characters.

Example:

1.	adventurous	a.	Daniel Boone
2.	boasting	b.	Paul Bunyan
3.	cunning	c.	Mike Fink
4.	strong	d.	John Henry
5.	peripatetic	e.	Johnny Appleseed
6.	loyal	f.	Sacajawea
7.	heroic	g.	Casey Jones
8.	secretive	h.	Belle Boyd

D. After examining given materials, the learner will be able to analyze the customs and traditions of the frontiersmen.

1. The student will locate and bring to class one cattle brand which he will explain to the class.

2. The student will locate and bring to class one superstition which has its basis in the Old West.

3. The student will be able to answer in class discussion, the question, "What are the customs and traditions of this group?" about each group.

4. The student will participate as a member of a small group in preparing a film or video tape depicting one of the traditions of one of the groups.

5. The learner will state at least one tradition or custom of the frontiersmen after reading a novel or nonfiction book from the outside reading list. (See Objective E, Activity #3.)

6. The student will participate in the construction of a mural which depicts a Western theme, Indian designs, Indians' legend of creation, Custer's final battle, Pony Express Riders, or the fall of the Alamo.

E. Given an opportunity to use research materials and read given selections, the learner will be able to infer the life styles of the various categories of frontiersmen.

1. After viewing one or more of the films listed below, the student will describe in writing the life style of the group shown.

   a. Flatboatmen of the Frontier
   b. Gold Rush Days
   c. The Railroad Builders
   d. The Oregon Trail

2. After listening to songs typical of a particular group, the student will discuss the characteristics of the way of life of that group.

3. The learner will elect to read a book which describes the life style of a certain group of frontiersmen. Class members selecting a common group of frontiersmen will present their knowledge to the class by methods such as panel of experts, symposium, debunking session, debate, or group giving two-minute talks on one incident from each of the books.

   a. Miners

      Roughing It, Mark Twain
      The Outcasts of Poker Flats and Other Stories, Bret Harte
      Forty-Niners: The Chronicle of the California Trail, Archer Hulbert
      Gold! Gold!, Lowell Klappholz

   b. Military men and Indians

      My Life on the Plains, Gen. George A. Custer
      Indian Fighting Army, Fairfax Downey
      Custer's Last Stand, Will Henry
      Little Big Man, Thomas Berger
      Crazy Horse, Mari Sandoz

c. Railroaders

A Work of Giants, Building the First Continental Railroad, Wesley S. Griswald
The Story of American Railroads, Stewart H. Holbrook

d. Explorers and hunters

Plainsmen of the Yellowstone: A History of the Yellowstone Basin, Mark H. Brown
Great Buffalo Hunt, Wayne Gard
Old Oregon Country, Oscar C. Winther
Buffalo Jones' Adventures on the Plains, Henry Inman
Hunting of the Buffalo, E. D. Branch
The Virginian, Owen Wister

e. Cowboys

The Adventures of Negro Cowboys, Philip Durham and Everett L. Jones
The Log of a Cowboy, Andy Adams
Humor of the American Cowboys, Stan Hoig
Cowboy Lore, Jules Verne Allen
The Day of the Cattlemen, Earnest Staples Osgood

f. Badmen

Banditti of the Plains, Asa S. Mercer
Badmen of the Frontier Days, Carl W. Breihan
The Saga of Billy the Kid, Walter Noble Burns
Villains and Vigilantes, Stanton A. Coblentz
Wild, Wooley & Wicked, Henry Drago
Last of the Great Outlaws, Homer Cray

g. Lawmen

The Ox-Bow Incident, Walter Von Tilburg Clark
Law West of Fort Smith, Glenn Shirley
Reminiscences of a Ranger, Major Horace Bell

h. Pioneers

First Parting, Shulda V. Baner
The Covered Wagon, Emerson Hough
The Son of the Middle Border, Hamlin Garland
Giants in the Earth, O. E. Rolvaag
The Sea of Grass, Conrad Richter
The Big Sky, A. B. Guthrie
Lantern in Her Hand, Bess S. Aldrich
Rim of the Prairie, Bess S. Aldrich
Sod House, Cass G. Barns
Boy Life on the Prairie, Hamlin Garland
Gentle Tamers: Women of the Old Wild West, Dee Brown
Sod and Stubble, John Ise
Letters of a Woman Homesteader, Elinore P. Stewart
Low Bridge! Folklore and the Erie Canal, Lionel D. Wyld
Westering Women, Helen Markley Miller
The Way West, A. B. Guthrie
My Antonia, Willa Cather

4. The student will participate as a member of a small group to produce a bulletin board display of the life styles of his assigned group.

5. The student will answer the following questions about each group.

   a. List at least ten examples of vocabulary peculiar to this group.
   b. What hardships were peculiar to this group?

6. The student will participate in a small group whose purpose is first to write a western script for a radio show, then plan the instruments to give appropriate sound effects. The group should broadcast the complete skit to an audience.

7. Using personification techniques, the student will become an inanimate object and utilize a written paper, chalk talk,

concrete poem, slides, or collage to reveal his inner thoughts.

I am: a redwood tree in Yosemite National Park
: a Conestoga wagon on the Cumberland Trail
: a buffalo discovering the railroad tracks
: a bar stool in a saloon
: a gun in the hands of Jesse James
: a shack in a ghost town
: a discarded sieve used for panning gold
: a pew in an old California mission
: the "firewater" given to an Indian brave
: a pony used by a Pony Express Rider
: a noose carried by vigilante group
: a map belonging to a gold prospector
: a rusty horseshoe
: tumbleweed
: a virgin stand of forest in path of pioneers
: campfire ringed by cowboys
: ship carrying the Mercer Girls to the Northwest Territory

Recount what "you" have "seen," "felt," or "experienced."

8. To catch the spirit of the West, the student will investigate important aspects of that culture and then synthesize these elements via written paper, class newspaper, diary, or a series of personal letters. Some of the following topics should stimulate discussion, then research.

a. Humor

Twain's "Celebrated Jumping Frog of Calaveras County"
Paul Bunyan's tall tales
Bret Harte's "Luck of Roaring Camp"
Legends (Pecos Bill, Davy Crockett, Mike Fink)

b. Education

Marcus Whitman
Mercer Girl

c. Music

Cowboy
Ballads

d. Religion

Spanish missions
Methodist circuit riders
Mormon trek

e. Entertainment

Saloons and dance halls
Quilting bees

f. Ethnic groups

Willa Cather's My Antonia and "My Neighbor Rosicky"
Chinese (National Immigration Act of 1924)
(Chinese Exclusion Act of 1882)
Mexicans
American Indians
Negro cowboys
Basque shepherds

g. Occupations

Postmen
Homesteaders
Gold Rush miners
Railroaders
Wagontrain drivers
Cattlemen
Sheepmen
Bounty hunters
Harvey girls

h. Law and order

Wells Fargo

Dodge City
Wyatt Earp
Wild Bill Hickock
Bat Masterson

i. Conservation and exploration

Buffalo
Zebulon Pike
Lewis and Clark
Poe's "El Dorado"
Kit Carson

F. After being given an opportunity to view films and complete research, the learner will be able to formulate hypotheses about the effect of historical events on the lives of the frontiersmen.

1. The student will be able to answer the following question about each group. "What historical events had a particular effect on this group?"

2. The student will participate in a discussion of the effects and abuses of the Homestead Act.

3. The student will view one of the films below and state conclusions about the effect of the historical event on the various groups.

   a. Lewis and Clark
   b. U. S. Expansion: The Louisiana Purchase

4. The student will be able to listen to one of the following tapes or records and discuss the event's effects on the people.

   a. Building the First Continental Railroad
   b. The First Overland Mail
   c. California Gold Rush
   d. To California by Covered Wagon

5. The student will participate in the construction of a time line.

6. The student will attempt to determine the culture and events of historical periods by researching the etymologies of the names of all states west of the Mississippi River. He will weigh the impact of Western characters by the prevalence of towns, cities, and counties named for them.

7. The student will role-play the part of an Indian who has taken a stand (pro or con) on the coming of "civilization" to his land. The student may choose to portray a specific Indian (Crazy Horse, Pontiac, Sitting Bull, Rain in the Face, Sacajawea, Sequoyah, Geronimo) or a general type such as an Indian chief at a peace parley; one who is sending a message by smoke signals; one who is posing for the Indian head penny (or nickel); or one who is a member of a war party.

8. The student will act as a tourist guide for a group of Europeans who are visiting the United States for the first time. Their primary interest lies in the subject of the Old West. The guide should compile a list of the remnants of Western culture in the United States today.

   a. Historical places, cities, monuments

      (Ghost towns, Disney World, Chinatown in San Francisco, Knott's Berry Farm, Raising the Flag on Iwo Jima.)

   b. Films

      Little Big Man
      Treasure of Sierra Madre
      Shane
      Seven Wives for Seven Brothers
      Billy Jack
      Butch Cassidy and the Sundance Kid

   c. Books

      Except Thee and Me, Jessamyn West
      Little Big Man, Thomas Berger
      Works by Zane Grey

d. Motif

Restaurant, fashions, brand names, art, sports

e. Television programs

f. Laws

g. Museums

h. Music

Popular: Cowboy music, Nashville, Bob Dylan, Glen Campbell, Arlo Guthrie, Johnny Cash, Burl Ives

Opera: Girl of the Golden West
Ballad of Baby Doe

i. Indian reservations

j. Animal preserves

k. National parks

V. STUDENT RESOURCES

A. State-adopted textbooks

Adventures in Literature Series

Connally, et al. Adventures in Reading. Harcourt, Brace and World, Inc., 1968.
Early, et al. Adventures in American Literature. Harcourt, Brace and World, Inc., 1968.

Houghton Mifflin Literature Series

Chase, et al. Exploring Literature. Houghton Mifflin Co., 1968.
Daiches, et al. American Literature. Houghton Mifflin Co., 1968.

Literary Heritage Series

Bush. Currents in Fiction. Macmillan Co., 1968.
Barrows, et al. American Experience: Fiction. Macmillan Co., 1968.
Barrows, et al. American Experience: Nonfiction. Macmillan Co., 1968.
Barrows, et al. American Experience: Poetry. Macmillan Co., 1968.

America Reads Series

Pooley, et al. Outlooks through Literature. Scott, Foresman and Co., 1968.
Pooley, et al. Exploring Life through Literature. Scott, Foresman and Co., 1968.
Pooley, et al. United States in Literature. Scott, Foresman and Co., 1968.

Themes and Writers Series

Carlsen, et al. Insights: Themes in Literature. Webster Division, McGraw-Hill Book Co., 1967.
Carlsen, et al. American Literature Themes & Writers. Webster Division, McGraw-Hill Book Co., 1967.

Singer/Random House Literature Series

Maline, et al. The Literature of America: Beginnings 1620-1865. L. W. Singer Co., 1967.
Maline, et al. The Literature of America: Coming of Age 1865-1914. L. W. Singer Co., 1967.

B. Non-state-adopted supplementary materials

1. Textbooks

Kitzhaber, et al. Literature III, Oregon Curriculum. New York: Holt, Rinehart and Winston, Inc., 1969.

Kitzhaber, et al. Literature V, Oregon Curriculum. New York: Holt, Rinehart and Winston, Inc., 1970.

2. Reference materials

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Adams, Ramon F. Western Words: A Dictionary of the Range, Cow Camp, and Trail. Norman, Oklahoma: University of Oklahoma Press, 1946.

Alderson, Nannie and Helena Smith. H. Bride Goes West. Bison: University of Nebraska Press, 1969.

Allen, Jules Verne. Cowboy Lore. San Antonio: Naylor Co., 1950.

Allen, Merrett P. Spirit of the Eagle. New York: McKay, 1947.

Allen, Robert J. The Story of Superstition Mountain and the Last Dutchman Mine. New York: (Pocket Books) Simon and Schuster, 1971.

Allen, T. D. (pseudonym) Doctor in Buckskin. New York: Harper, 1951.

Barns, Cass G. Sod House. Bison: University of Nebraska, 1970.

Beasley, Delilah L. The Negro Trail Blazers of California. Westport, Ct., Negro Universities Press, n.d.

Beck, Earl C. Lore of the Lumber Camps. Ann Arbor, Michigan: University of Michigan Press, 1948.

Bell, Horace. Reminiscences of a Ranger, (Early Times in Southern California). Santa Barbara, Calif.: Hubbard, 1927.

Berger, Thomas. Little Big Man. New York: Simon and Schuster, 1970.

Billington, Ray A. The Far Western Frontier (1830-1860). New York: Harper and Brothers, 1956.

Billington, Ray A. and J. B. Hedges. Westward Expansion, 2nd Edition. New York: Macmillan Co., 1960.

Blassingame W. and R. Glendinning. Frontier Doctors. New York: Watts Franklin, Inc., 1963.

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